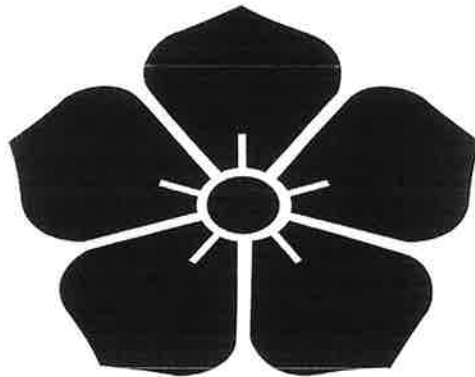


NTI DAY 20



Harrison County Schools

Name: _____

Grade: 3rd

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 20

Student Checklist: 3rd grade

Complete NTI Day 20 Packet (Reading,
Math, and Special)

** Exact Path is considered extra practice
and **cannot** count as your work for Day 20.

NTI 20

Reading Directions

1. Answer comprehension questions
“Mountains: Surviving on Mt. Everest.
(Use the book to find answers!)
2. Fill in the answer bubble sheet with
your answers.

Comprehension

Answer Numbers 1 through 10. Base your answers on the story
“Mountains: Surviving on Mt. Everest.”

- 1 Why does the author include a map of the world?
 - A to show how big North America is
 - B to show how tall mountains can be
 - C to show where some large mountain ranges are
 - D to show how many oceans there are in the world

- 2 Where is Mount Everest?
 - F in Asia
 - G in Australia
 - H in North America
 - I in South America

- 3 What can the reader guess from the picture of Sir Edmund Hillary and Tenzing Norgay?
 - A Mountain climbing is a popular sport all over the world.
 - B It was easy for Hillary and Norgay to climb Mount Everest.
 - C The climbing equipment used in 1953 is similar to the equipment used now.
 - D Hillary and Norgay had climbed many mountains before climbing Mount Everest.

- 4 According to the graphic feature “Survival Equipment,” how do climbers use trekking poles?
 - F to break up ice
 - G to stay balanced
 - H to protect against the cold
 - I to signal to other climbers

**Mountains: Surviving
on Mt. Everest**
Comprehension

- 5 Which of the following can the reader learn from the image in the “Camp-to-Camp” section?
- A where Base Camp is located
 - B why climbers rest at the camps
 - C when the team reached the summit
 - D how long the team had to wait at Camp Three
- 6 From the text and graphic features, what do you learn about the type of ladders climbers use?
- F They are made from wood.
 - G They open and close constantly.
 - H They are used only on Mount Everest.
 - I They are used to cross cracks in the ice.
- 7 Why is it dangerous for climbers to spend more than ten minutes at the top of Mount Everest?
- A There is not enough food.
 - B There is not enough snow.
 - C There is not enough oxygen.
 - D There is not enough sunshine.
- 8 Which of the following details BEST supports the idea that climbers must face many dangers when they try to reach the top of Mt. Everest?
- F Mountains are tall landforms.
 - G Mt. Everest is part of the Himalaya mountains.
 - H Avalanches are a constant threat in the Himalayas.
 - I There are several different routes to the top.

**Mountains: Surviving
on Mt. Everest**
Comprehension

- 9 What problem is Mount Everest facing today?
- (A) Ice cracks and forms crevasses.
 - (B) Flooding is causing the snow to melt.
 - (C) Avalanches are changing the landscape.
 - (D) Climbers have left tons of trash on the mountain.

- 10 The statement from the article that *as earth gets warmer, mountain glaciers are melting* supports which of the following ideas?
- (F) that warming temperatures will change the mountain landscapes
 - (G) that there are many different types of mountains in the world
 - (H) that mountains are better than glaciers
 - (I) that earth is made up mostly of water

Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening

Text and Graphic Features, Main Ideas and Details,
Anchor Text

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U5L25: MTS: SURVIVING ON MT. EVEREST COMP NTI

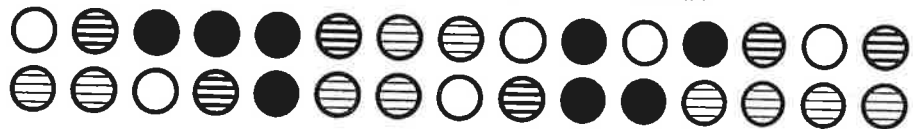
GradeCam ID

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1. (A) (B) (C) (D)
2. (F) (G) (H) (I)
3. (A) (B) (C) (D)
4. (F) (G) (H) (I)
5. (A) (B) (C) (D)
6. (F) (G) (H) (I)
7. (A) (B) (C) (D)
8. (F) (G) (H) (I)
9. (A) (B) (C) (D)
10. (F) (G) (H) (I)

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Form Identifier — DO NOT MARK



Name _____



Solve

Solve & Share

Sort the shapes below into two groups. Use colored pencils or crayons to color each group a different color. How did you sort the shapes? How are the shapes in both of your groups alike?

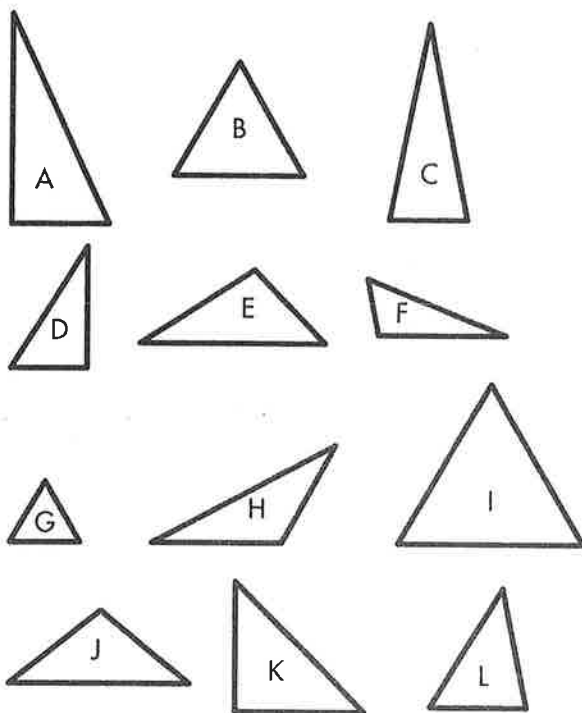
Lesson 15-2 Classify Shapes

I can ...

classify shapes in several ways based on how they are alike and how they are different.

© Content Standard 3.G.A.1
Mathematical Practices MP.3, MP.5,
MP.6, MP.7, MP.8

You can use what you know to generalize. What attributes are the same in the shapes?



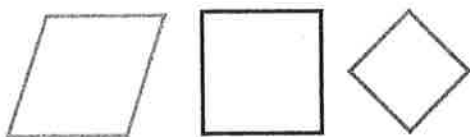
Look Back! © MP.6 Be Precise Draw a new polygon that could go in your first group. Draw another new polygon that could go in your second group. Color them the same color as the group they belong to.

Ethan made two groups of polygons. How are the groups different? How are the groups alike?

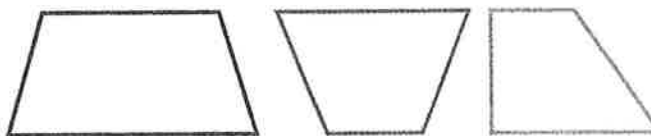
When you classify groups of shapes, you identify the attributes of each and then compare them with other shapes.



Group 1: Rhombuses



Group 2: Trapezoids



B

Here are some ways the two groups are different.

In Group 1, each polygon has sides that all are the same length.

In Group 2, each polygon has sides that are not all the same length.

In Group 1, each polygon has 2 pairs of parallel sides.

In Group 2, each polygon has only 1 pair of parallel sides.



Here are some ways the two groups are alike.

In Group 1 and Group 2, all of the polygons have 4 sides.

In Group 1 and Group 2, all of the polygons have 4 angles.

In Group 1 and Group 2, all of the polygons are quadrilaterals.

Convince Me! © MP.3 Construct Arguments Draw a quadrilateral that does not belong to either Group 1 or Group 2. Explain why it does not belong to either group.

★ Guided Practice ★

Do You Understand?

1. © **MP.6 Be Precise** Nellie drew a group of rectangles and a group of trapezoids. How are her groups different?
2. How are rectangles and trapezoids alike?
3. © **MP.8 Generalize** What larger group of polygons do all of Nellie's shapes belong to?

Do You Know How?

- In 4–6, use the groups on page 818.
4. Draw a shape that belongs to Ethan's Group 1.
 5. Draw a shape that belongs to Ethan's Group 2.
 6. Why is there a square in Group 1?

★ Independent Practice ★

In 7–11, use the groups below.

Group 1



Group 2

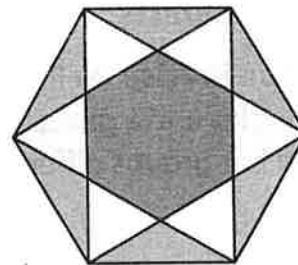


7. How are the shapes in Group 1 different from the shapes in Group 2?
8. How are the two groups alike?
9. What larger group do all the shapes belong to?
0. Draw a shape that could go in Group 2 but not Group 1.
1. Draw a shape that could go in Group 1 but not Group 2.

☆ Math Practices and Problem Solving ☆

In 12–14, use the picture at the right.

12. How are the yellow shapes and the blue shapes different? How are they alike?



13. Which larger group of polygons do the yellow and blue shapes belong to?

14. © MP.7 Use Structure Does the pink shape belong to the group identified in Exercise 13? Explain your answer.

15. Draw a quadrilateral that is not a rectangle, a rhombus, or a square.

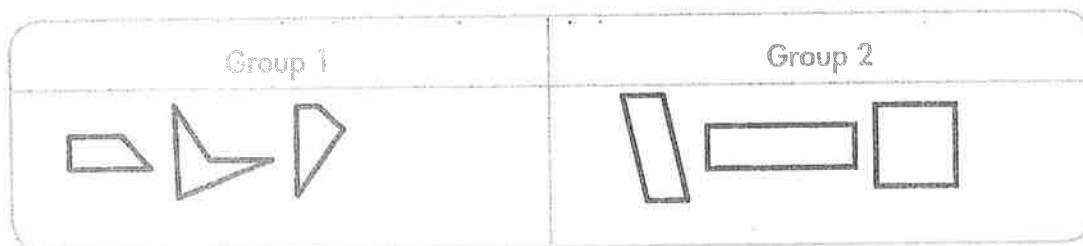
16. Todd bought a jacket for \$57 and two maps for \$9 each. What was the total cost?

17. © MP.5 Use Appropriate Tools Victoria wants to make two same-sized rhombuses. What tool can she use? Explain.

18. Higher Order Thinking Jessalyn needs to find 3×3 , 4×6 , and 7×2 . She draws area models to solve the problem. What polygon group do her area models all belong to? Explain.

© Common Core Assessment

19. Draw lines to show which attributes apply to all the shapes in the group.



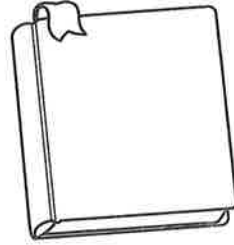
Convex 4 sides No equal sides 2 pairs parallel sides 4 angles

Mass is the amount of matter in an object.

1 gram (g) =



1 kilogram (kg) =



Choose the best unit to measure each item.

1. The mass of a strawberry
 A. g B. kg

2. The mass of a full suitcase
 A. g B. kg

3. The amount of matter in a bowling ball
 A. g B. kg

4. The amount of matter in a pushpin
 A. g B. kg

5. The mass of an apple
 A. g B. kg

6. Jawan put some apples in a bowl. Each apple had a mass of 200 g. The total mass of all of the apples was 800 g. How many apples were in the bowl?

8. The moped weighed 15 kg, while the bike weighed 3 kg. How much more mass did the moped have than the bike?

7. The computer's mass was 5 kg, and the printer's mass was 2 kg. How much mass did they have in all?

9. Which object probably has more mass: a baseball or a golf ball? Explain.

- I can measure volume and mass using customary and metric units.
 I can solve volume and mass problems.

Technology Day 20

Coding

Second-Fifth Grade Students

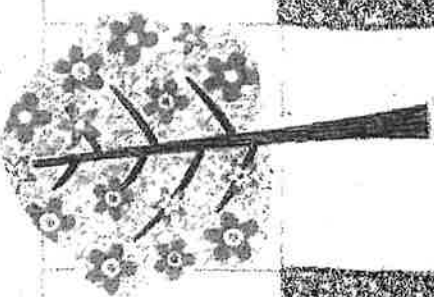
Pick one of the activities below.

Online Activity: Go to the following website and watch the video. Then spend at least 15 minutes coding The Angry Bird activities. Watch any videos that might pop up along the way.

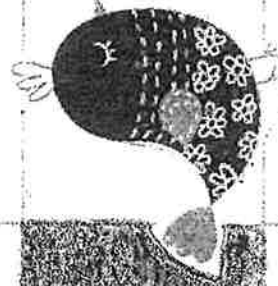
<https://studio.code.org/hoc/1>

OR

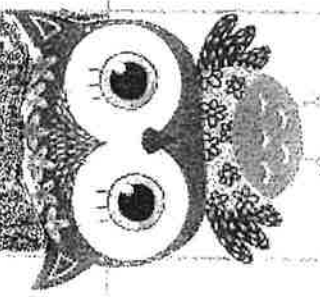
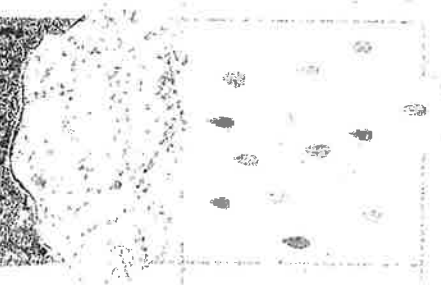
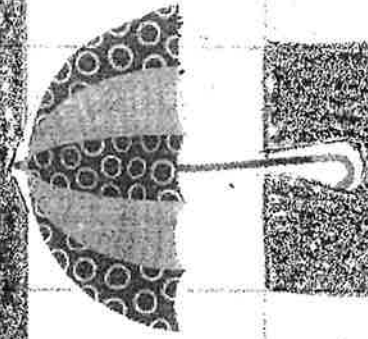
Unplugged Activity: Cut and paste the arrows to complete the maze. Avoid objects along the way and don't forget to use a turn when changing directions.



Start



End



Researchparent

